



Service learning in communications college courses

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Keywords: Communications, community service, community college, Community Service Attitudes Scale

Conference track: Higher education student outcomes

Format: Research/Scholarly paper

Summary

This study discusses the implementation of a service learning component in the first year college Communication 101 level courses. Using two different delivery approaches, a quantitative study assessed the pre-test and post-test of the standardized tool, Community Service Attitudes Scale (CSAS). Eight sections of the Communication 101 courses were distributed into two groups: 1) the experimental group consisting of four classes, and (2) the control group consisting of four classes. The experimental group was required to finish a service learning project by the end of the semester consisting of 15 hours. The experimental group of 69 participants incorporated service learning through reflective practices such as written journals, texting, email, group and team-orientated activities, and a class presentation with visual aids. The control group of 64 students were enrolled in the Communication 101 courses at the same community college but did not participate in a community service project. Per the standardized measurements, the community service attitude was measured.

The CSAS scale was taken by participants both pre-implementation and post-implementation of the service learning component. The CSAS showed that the experimental group scores increased significantly in the seriousness subscale. The results also support that the implementation of service learning increases students' desire to continue with community service after their service learning project ends.

References:

There were no references provided with this proposal.